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Training of a Sailor in Romania and Bulgaria as a Modern Experience of Improving the Educational Process in Ukraine

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Abstract. A set of multi-vector transformations in Ukraine: strengthening defence capabilities, creating conditions for resisting hybrid (military) aggression by the Russian Federation, the country's enshrined in the Constitution course of accession to the EU and NATO, raised the issue of modernisation of education and training of sailors of sailors for the Navy of the Armed Forces of Ukraine. The aim of the study is to analyse the military education system of Romania and Bulgaria, in particular the educational standards and curricula for highly qualified naval specialists, to implement world practices and experience in the educational activities of higher education institutions in Ukraine. The analysis of scientific literature, components of educational and professional programmes, systematisation, and generalisation of information, monitoring of the existing system of training of military specialists in the armed forces of Romania and Bulgaria is given. The analysis of the experience of the content and educational and organisational component of training a naval specialist with higher education is given on the example of specialised higher educational institutions of the Naval Academy "Mircea cel Bătrân" and the Naval Academy named after Nikola Vaptsarov. Using the results of comparing the components of the educational (professional) training programme of a sailor, specialist, graduate of higher military educational institutions of Romania and Bulgaria, ways to improve the system of higher military education, introduction of new elements (disciplines) of curricula adapted to NATO standards are proposed. The article provides recommendations for further reforming the system of higher military education, in particular naval education at the Institute of Naval Forces of the Armed Forces of Ukraine, based on the experience of transforming military education systems in leading countries in accordance with modern models of military training adopted in NATO member countries

Keywords: higher military education, academic discipline, structure of curricula, transformation of the military education system, specialties of training

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Підготовка військового моряка в Румунії та Болгарії як сучасний досвід вдосконалення освітнього процесу в Україні

Анотація. Комплекс різновекторних перетворень в Україні: зміцнення обороноздатності, створення умов протистояння гібридній (військовій) агресії із боку Російської федерації, закріплення у Конституції курсу країни на вступ до ЄС і НАТО, актуалізував проблему модернізації освітньої галузі, щодо рівня освіти та підготовки військового моряка для Військово-Морських Сил Збройних Сил України. Метою дослідження є аналіз системи військової освіти Румунії та Болгарії, зокрема освітніх стандартів і навчальних планів підготовки висококваліфікованого військово-морського спеціаліста, з метою імплементації світових практик та досвіду в освітню діяльність закладів вищої освіти України. Приводиться аналіз наукової літератури, складових освітньо-професійних програм, систематизація та узагальнення інформації, моніторинг наявної системи підготовки військових фахівців у збройних силах Румунії та Болгарії. Аналіз досвіду змістової та освітньо-організаційної складової підготовки військово-морського спеціаліста з вищою освітою наведений на прикладі спеціалізованих вищих навчальних закладах Військово-Морської академії «Мирча чел Бетрин» та Військово-морської академії імені Н. Й. Вапцарова. Використовуючи результати порівняння компонентів освітньої (освітньо-професійної) програми підготовки військового моряка, спеціаліста, випускника вищих військових навчальних закладів Румунії та Болгарії пропонуються шляхи щодо удосконалення системи вищої військової освіти, впровадження у підготовку нових елементів (навчальних дисциплін) навчальних планів підготовки адаптованих до стандартів НАТО. У статті наведені рекомендації щодо подальшого реформування системи вищої військової освіти, зокрема військово-морської освіти в Інституті Військово-Морських Сил Збройних Сил України, на основі вивчення досвіду трансформації систем військової освіти у провідних країнах відповідно до сучасних моделей підготовки військових фахівців, прийнятих у країнах-членах НАТО

Ключові слова: вища військова освіта, навчальна дисципліна, структура навчальних планів, трансформація системи військової освіти, спеціальності підготовки

INTRODUCTION

In the current conditions, when Ukraine is striving to join the EU and NATO, a new area of common security interests is emerging between Ukraine and NATO member states, one of the components of which is the training of a highly qualified naval specialist for the Naval Forces of the Armed Forces of Ukraine, capable of operating in a hybrid war. The Armed Forces of NATO member countries actively introduce advanced training methods and modern training technologies into the professional training of officers, which allow saving resources (material, financial, time, etc.), improving the quality of this training, which certainly affects its effectiveness.

Training of officers with higher education in Romania and Bulgaria is aimed at developing professional abilities, leadership qualities, administrative knowledge and skills in the interests of the individual,

society, and the state. Training curricula are compiled in such a way that at the end of the training, the graduate (a tactical-level officer) has such skills, abilities, and competencies that ensure the performance of the tasks assigned. The need to substantiate the theoretical and methodological foundations and create a modern training system based on the leading world training methods, close to the standards of training in NATO member countries and the need for a scientifically based strategic vision on the content of training officers with higher education in Ukraine determined the area of scientific intelligence.

At the present stage of reforming the Armed Forces of Ukraine in higher military educational institutions, a gradual transition of training according to NATO standards and the introduction of modern training methods into the educational process, in

accordance with the requirements of the leading NATO armies, is being carried out. At present, the main task of the military education system is not just to provide a certain amount of knowledge defined by educational and qualification characteristics, but to form the desire for military personnel to learn, the need for constant professional self-improvement. It is necessary to develop military personnel's ability to think broadly, readiness to adequately respond to possible challenges and emerging threats in a wide range of practical activities.

According to experts, the ability to think and critically perceive the environment in the future will be the most necessary sign of an officer. J. Carafano and A. Kochems [1] note that an officer can get the same skills in conducting a critical analysis of the situation from a political science course and a technical one. The ability to think is the best preparation for a situation of ambiguity and uncertainty that may arise during planning and conducting operations [2; 3]. According to D.V. Hristov [4], a similar opinion is shared by the head of the National Defense University, Lieutenant General R. Chilcoat. R. Chilcoat asserts that the United Professional Military Education (UPME) should not only prepare graduates for future service but also establish a balance between training and administration. The learning process should be active and creative. Graduates should first of all be taught the ability to learn [5].

To undertake the study, the following objectives are set: conducting an overview analysis of naval educational institutions and analysing educational and professional training programmes (mechanics), highlighting the actual competencies of an officer in Romania and Bulgaria, providing recommendations for introducing into educational and professional programmes, curricula of the Institute of Naval Forces of the National University "Odesa Maritime Academy", components of academic disciplines that establish the main competencies of an officer of NATO member countries.

The problems of military education in Ukraine, training specialists in higher education institutions with special conditions, were studied by such researchers as M.I. Neschadym [6], V.M. Telelym [7], S.T. Poltorak [8; 9], M.I. Naumenko [10], O.Yu. Panfilov [11], N.M. Myronchuk [12], A.A. Rybidailo, O.S. Leshchenko, T.A. Vorona [13], G. Gaponenko, A. Gaponenko, and S. Gaponenko [14]. The study of issues related to the analysis of training systems for military specialists in NATO member countries was conducted by S. Sabev [15], A.S. Pospelov [3] for training officers in Bulgaria; I.O. Mariuts [16], P. Georgieva, L. Todorova, D. Pilev [17]

in Romania; S.J. Lipkevych [18], A. Vaskovsky [19] – in Poland; N. Hristov [4] – in Turkey; comparative analysis of the training systems of military specialists in foreign armed forces was conducted in scientific research by S. Bogunov, O. Chernykh, Yu. Chernykh [20], M. Gatsko [21], and others.

The purpose of the article: based on leading practices, analyse the components of the curricula of higher military educational institutions of NATO member states Romania and Bulgaria and identify the necessary components (academic disciplines) for implementation in educational (educational and professional) training programmes for a military seaman at the Institute of Naval Forces of the National University "Odesa National Maritime Academy".

METHODOLOGICAL SUBSTANTIATION

The research methodology is based on synergistic, activity-based, resource-based, and system-based approaches. To solve the objectives set, general scientific theoretical research methods and design methods are applied, namely: analysis of scientific literature on the research problem, systematisation and generalisation of scientific information, monitoring of the existing system of training military specialists in the Armed Forces of Ukraine, Romania, and Bulgaria, general scientific methods of comparative analysis, a systematic approach, analysis and interpretation of the obtained theoretical and practical data. To achieve this purpose, the research tasks were consistently solved, such as: determining the job responsibilities of a graduate according to the educational and professional Bachelor's training programme for the specialisation "Operation of ship power plants", comparing the system of training a military sailor in Romania and Bulgaria, determining the competencies of an officer of NATO member countries, providing recommendations on the structure of the educational (educational and professional) training programme for a military sailor (mechanic) for the Institute of Naval Forces of the National University "Odesa National Maritime Academy". The main sources of research were presented educational (educational and professional) programmes, training plans for Naval specialists in Romania, Bulgaria, and Ukraine, research materials, scientific articles, results of previous scientific research on the problems of military education in Ukraine and comparative analysis of training systems for military specialists in the armed forces abroad.

RESULTS AND DISCUSSION

Highly qualified military personnel in Ukraine is trained in the general system of military education, which, for

its part, is an integral part of the state education system. The system of military education in Ukraine includes governing bodies, a network of higher military educational institutions and military training units of higher educational institutions of Ukraine. Higher military educational institutions and military training units of higher educational institutions of Ukraine train officers of tactical, operational-tactical, and operational-strategic levels of the entire list of specialties that modern armed forces need.

Military specialists at all educational and qualification levels are trained according to the List of branches of knowledge, specialties, and specialisations of training military specialists. The List mainly considers the current organisational and staff structure of the Armed Forces of Ukraine and the European principles of developing areas and specialties for training military specialists. According to the programme for the development of the Armed Forces of Ukraine, in particular, the reform of the education system is provided. The main efforts of military education are aimed at:

- improving the defence capability of the state, the authority of the army in society, creating material, intellectual and spiritual values;
- development of professional abilities, leadership qualities, administrative knowledge and skills in officers;
- training of military specialists who are able to effectively perform the tasks assigned to them;
- development of military personnel's ability to think broadly, readiness to appropriately respond to possible challenges and emerging threats;
- providing knowledge and skills for officers to cooperate in the field of military security with state, public, religious, other organisations and mass media.

The system of higher and postgraduate military education is integrated into the state education system based on a single legislative and regulatory framework. It implements a step-by-step system of continuous education of military specialists and provides training, retraining, and advanced training of officers for the Armed Forces of Ukraine. Hereinafter Romania's education and science policy is considered. The Romanian Navy is one of the branches of the Romanian Armed Forces, which include: the Navy, Marine Corps, Special Forces units and subunits. The Naval Forces, as one of the branches of the Romanian Armed Forces, are mainly intended to protect the national interests of the state in the Black Sea and on the Danube River.

Specialised higher educational institution Naval Academy "Mircea cel Bătrân", located in Constanța [22], trains specialists at all levels of administration of the

National Naval Forces. The Mircea cel Bătrân Academy currently has the faculties of the Merchant Navy, Navigation and Naval Administration and Naval Engineering, the Vice Admiral Konstantin Belescu Naval Application School, the Albatross training transport ship and the Mircea sailing brig. Since 2004, the Academy has been providing training at the levels of Higher Military Education: first level – bachelors, second level – masters, and third level – doctors. Teaching is carried out in the state language. A foreign language course (mostly English) is a mandatory academic discipline. Regardless of the speciality, a number of educational and professional programmes define academic disciplines that are studied in English.

Hereinafter the state and capabilities of the military education system of the Republic of Bulgaria in accordance with the National Defense Strategy, the doctrine of the Armed Forces taking into account the requirements of the National Security System are considered [3]. One of the key priorities in the development of a modern defence organisation is teaching and training according to modern standards of troops and forces and, most importantly, the acquisition of the main capital of the Armed Forces – trained human potential. Military training is a purposeful process of selection, education, development, evaluation, self-evaluation and a sense of one's own potential of a leader capable of building a profitable, modern, effective, efficient, tactical, operational-tactical, and strategic environment.

According to the doctrine of Human Resource Management, the military education system of the Republic of Bulgaria has been built, which provides for the following structures: military academies, higher military educational institutions, research institutes, and professional colleges. The Bulgarian government and the military educational society draws attention to the strategic goals of the military education system: training in accordance with the order of the Armed Forces, the rules of the country, the requirements of NATO [4], European standards, and directives for the development of the model of the Armed Forces; the transition to a wide range of modular training based on the system of accumulation of educational credits and accumulated experience; the construction of modern educational services based on information technology using Web training, simulators, and instructors; the introduction of advanced training technologies; the reconstruction of infrastructure and its compliance with the requirements of NATO standards; the qualification of teachers and researchers in accordance with the tasks of the armed forces and the introduction of

the latest selection and development criteria; the improvement of the military education system regarding the study of the process implementation of prepared resources, their distribution, sending to troops and centres; improvement of distance learning; introduction of document flow in educational institutions in accordance with the requirements of NATO member countries; opening of centres for studying Bulgarian and foreign experience; monitoring of learning outcomes [5].

Evidently, the military education system is complex, adaptive, and flexible, developing in unity with Bulgarian civilian education and is designed to meet the needs of the Bulgarian Armed Forces, training the military and civilians to the Ministry of Defense and other law enforcement agencies along with foreign citizens for other countries. According to the Law of Bulgaria "On Defence and Armed Forces of the Republic of Bulgaria" (ZOVSRB), military education is structured, has its own administrative bodies at the strategic level (structures of the Ministry of Defense), and at the operational level military academies – the Military Academy named after G.S. Rakovski, higher military schools – the National Military University named after Vasil Levski, and the Naval Academy named after Nikola Vaptsarov [15].

The system of military education of Ukraine, Romania, and Bulgaria, in particular educational

standards and curricula for training a highly qualified naval specialist, should ensure their training in the conditions of growing uncertainty, hybrid (hidden) actions of countries that are sponsors of terrorism, in the World multi-level security system by providing cadets (trainees, students) with advanced knowledge, skills, and systematic actions in the field of military education. To present a complete picture from independent experts about the need to include certain academic disciplines (courses), the appointment of a graduate of the Institute of Naval Forces of the National University "Odesa National Maritime Academy" according to the educational and professional Bachelor's training programme [23] should be considered, these are the primary positions in professional activity (according to specialisation), namely, for "Operation of ship power plants":

- commander of the group of the electromechanical warhead of a surface ship (vessel) of the 2nd rank;
- commander of the electromechanical warhead of a ship (vessel) of the 3rd rank;
- engineer of the ship's physical field laboratory (mobile or stationary).

In accordance with the functional responsibilities for the above positions, it is worth focusing on the most meaningful position in terms of the scope of duties – the commander of an electromechanical warhead (Fig. 1).

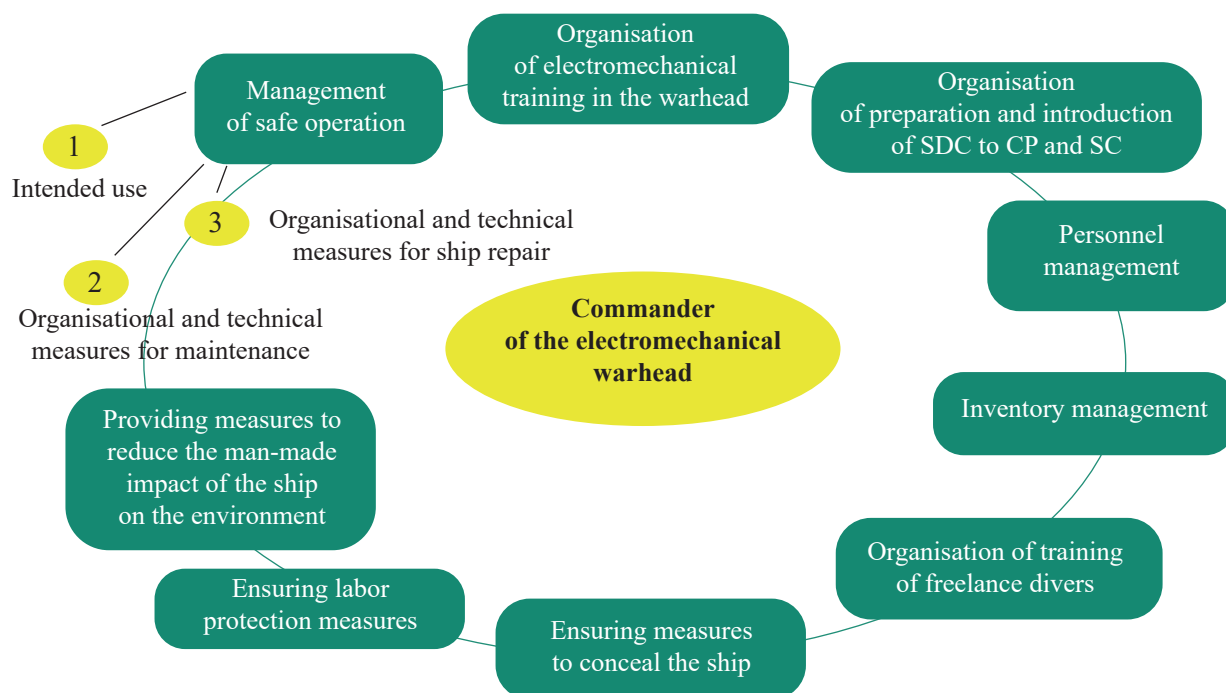


Figure 1. Approximate list of responsibilities for the position of commander of an electromechanical warhead

To implement the main elements (list of academic disciplines) of the long-term training plan for officers of the command profile of Ukraine, the training of tactical-level officers in Romania and Bulgaria will be considered. To compare the main requirements of the content of training officers of the command profile

of training, the content of the curriculum in the field 27: "Transport"; speciality 271: "River and sea transport"; specialisation "Operation of ship power plants of Ukraine with Bulgaria and Romania" will be taken as a basis (Table 1).

Table 1. Comparative characteristics of academic disciplines of educational and professional training programmes for a naval specialist (mechanic) in Bulgaria and Romania

No. s/n	Academic discipline (Romania)	Amount of academic load under the ECTS credits programme	Academic discipline (Bulgaria)	Amount of academic load under the ECTS credits programme
Mandatory disciplines				
First year			During the entire training period	
1	Linear algebra, analytical and differential geometry I, II	5		
2	Mathematical analysis I, II			
3	Physics	6	Counting – Mathematical Analysis – Part I, II, III	5
4	Chemistry	5	Physics	1.5
5	Applied Computer Science	5	Information technology	2
6	Applied Computer Science	4	1. Information Technologies on the Internet 2. Mathematical modeling software 3. Applied mechanics	3
7	Descriptive geometry	3		
8	Technical and intuitive drawing	3	Technical drawing	2
9	Navigation basics	2	Navigation basics	2
10	Marine training	2	Maritime navigation	1.5
11	Materials science and engineering	5	Materials science	2
12	Mechanics	3		
13	Technological practice	3	Engineering technology – 35 working days	7
14	English I, II	6	English, intensive English course	11
15	Physical education I, II	2	Physical training basics of swimming	8
Second year			During the entire training period	
16	Special mathematics	4		
17	Numerical methods	4		
18	Heat engineering	5	Thermodynamics	2
19	Machining and size control I, II	7	Technology of machine-building materials	1.5

Table 1, Continued

No. s/n	Academic discipline (Romania)	Amount of academic load under the ECTS credits programme	Academic discipline (Bulgaria)	Amount of academic load under the ECTS credits programme
20	Static and stability of the vessel	4	Organisation of ship maintenance, security, and logistics	2
21	Dynamics and shipbuilding	4	Ship maintenance Ship theory and design	2 2
22	Hydrodynamics and Wave Theory	4	Hydromechanics	2
23	Mechanical organs and mechanisms	5	Machine elements and deck machines	3
24	Resistance of materials I, II	6	Strength of materials	2.5
25	Electrical and electronic converters and measurements	3		
26	Electrical technologies	3	Fundamentals of electrical engineering Electrical engineering	2.5 2
27	Practice in this area	3		
28	English III, IV	4	English language	12.5
29	Physical education III, IV	2	Physical training – rowing and sailing	3.5
	Third year		During the entire training period	
30	Hydraulic and pneumatic machines	5		
31	Hydraulic drives	4		
32	Static converters	3		
33	Electronics and automation	4	Automatic control of marine power plants Power electronics	3 1.5
34	Theory of automated systems	3		
35	Electric drives	4		
36	Use of automated ship system software	4		
37	Electric machines	3	Operation of marine power plants	2.5
38	Marine steam systems	5	Marine boilers	2.5
39	Steam and gas turbines	6	Gas turbine engines Marine turbines	1 1.5
40	Diesel engines I, II	9	Marine diesel engines	5
41	Electromechanical practice	2		
42	English V, VI	4	Foreign language: French, Russian, German	3

Table 1, Continued

No. s/n	Academic discipline (Romania)	Amount of academic load under the ECTS credits programme	Academic discipline (Bulgaria)	Amount of academic load under the ECTS credits programme
	Fourth year		During the entire training period	
43	Ship safety and security	3	Damage control Fundamentals of the law of the sea Organisation of ship maintenance and safety	1.5 1 1
44	Technology of maintenance and repair of machines and ship installations I, II	12	Ship maintenance and repair	4
45	Cooling and air conditioning systems I, II	7		
46	Control systems for machine-building and ship installations	4	Mechanical engineering	3
47	Ship's power grids	5	Ship's electrical systems	4
48	Marine mechanical and hydropneumatic installations I, II	11	Marine auxiliary equipment and systems	4.5
49	Leadership	4	Leadership Leadership training (4 classes per month)	1.5 5.5
50	Preparation of a diploma project	2		
51	Diploma exam	10		

When comparing the components (academic disciplines) of the training plans of the "Naval mechanic" of Romania and Bulgaria, their differences can be observed, their names and amounts of study time are different, however, the structural and logical scheme of the educational process is similar. The curriculum of Romania teaches the following disciplines: linear algebra, analytical and differential geometry, special mathematics, numerical methods, the use of software for the automated ship system, organisation and computerisation of maintenance of electromechanical systems in the Navy, Logistics in the Navy, leadership which are the latest disciplines and require a mandatory study by cadets, these disciplines are not in the curriculum of Bulgaria. For its part, Bulgaria's curriculum includes disciplines such as leadership and leadership training, military-political organisations and civil-military relations, national security fundamentals, and diving, which are not included in the Romanian curriculum.

Most of the above-mentioned academic disciplines are not included in the curriculum of training

"Naval mechanic" in Ukraine [23], and therefore graduate officers do not fully acquire the necessary competencies, unlike officers of NATO member countries, which negatively affects the joint actions of Ukrainian sailors with sailors of other states in the performance of jointly assigned tasks. Currently, the Armed Forces of Ukraine are undergoing a period of transformation and implementation of the possibilities of using forces in cooperation with NATO forces, so cadets need to acquire knowledge, skills, and abilities in accordance with certain competencies that graduate officers acquire in NATO member countries.

Learning English during the training of officers who work together with officers of NATO member countries plays a crucial role since the main array of information during administrative decision-making passes through personal communication between military personnel. Comparative table 1 of the curricula shows that 14 ECTS credits are provided for learning English in Romania, 15.5 ECTS credits are allocated for English in Bulgaria and 3 ECTS credits for a foreign

language: French, Russian, German, and only 12 ECTS credits in Ukraine. This number of hours provided for learning foreign languages in Ukraine should be adjusted upwards, as for example in Bulgaria to 18.5 ECTS credits.

It is worth paying attention to the new and very important academic discipline "Leadership". The training of an officer should take place in such a way that the officer masters high leadership qualities. Upon comparing the academic discipline "Leadership" in (Table 1), it became evident that in the curricula of Romania, 4 ECTS credits are allocated for its study, and in Bulgaria 7 ECTS credits, which is several times more than in Romania and Ukraine [24]. Hereinafter the purpose of the discipline "Leadership", what a cadet should know and be able to do after training are considered.

The purpose of studying the discipline: the development of skills and knowledge necessary to solve professional tasks to study the personality of a soldier and a military unit, the choice of optimal means of influencing them in leadership and resolving conflict situations; the identification and development of leadership qualities in military personnel, the establishment of readiness for productive activities; the provision of psychophysical readiness and confidence of military personnel in their abilities, psychological stability, and physical readiness, the acquisition of survival skills in extreme conditions of autonomous existence. As a result of studying the discipline, the cadet should know: the basics of leadership psychology and features of leadership concepts; the essence, basic concepts, and categories of leadership in the military environment; the values of the military leader; the essence and content of leadership skills of military personnel; the essence and content of leadership actions of military personnel; the main procedures of military leadership; the features of leadership styles of military personnel; techniques for forming stress tolerance and self-regulation; the procedure for providing first aid; techniques of hidden, silent movement, and disguise.

Officer leader must be able to: organise and conduct the educational process in the unit; apply knowledge to organise the activities and communication of subordinates, to plan, control, and adjust their military work, choose effective methods, forms, and means of its implementation, methods and techniques

of psychological influence on the individual and team; develop administrative technologies for the implementation of the functions of the head and leader of the unit, ways to stimulate its activities, design on this basis of psychological research and forms of its development, ensuring its professional orientation; apply direct leadership of military personnel in the tactical administration link; influence the military leader through sociability, decision-making, motivation; perform organisational activities of a military leader: planning, training, performing, evaluating the performance of tasks of military personnel; possess methods and technologies of management psychology and leadership in the establishment of a positive moral and psychological state of the unit's personnel. Other academic disciplines listed in comparative Table 1 of the curricula of Romania and Bulgaria are similar in meaning (regarding the acquisition of the necessary competencies) to the academic disciplines of the curriculum of Ukraine, the difference is only in their interpreted names and the amount of time to study.

Having considered the possibilities of the Romanian Naval Academy "Mircea cel Bătrân" [5], the Academy of the Bulgarian Naval Forces named after Nikola Vaptsarov [16], the components of educational and professional programmes, it is possible to provide recommendations that can be implemented in the system of military education of Ukraine in terms of training specialists for the Naval Forces of the Armed Forces of Ukraine. To reform naval education, it is necessary to change the structure of the Institute of Naval Forces of the National University "Odesa National Maritime Academy" with a fundamental placement on a separate territory [24], adjust the volume (duration) of academic time determined by educational programmes depending on the field of knowledge and level of higher education, add to educational and professional programmes a number of modern academic disciplines that are taught in Romania and Bulgaria. It is necessary to consider the typical competencies of training naval officers of Romania and Bulgaria [25], such as the competencies of a soldier, specialist, teacher-organiser (educator, psychologist), leader and citizen of the society and implement them in the competence of a naval officer of Ukraine (Table 2).

Table 2. Typical training competencies for naval officers Romania and Bulgaria

Competencies	Content of competence
Warrior competencies	• Ability to apply in practice tactical, technical, and procedural principles of combat use and operation of weapons and military equipment; • Ability to apply standardised operating procedures in civil-military operations; • Ability to organise and conduct classes and training on combined arms and special training; • Ability to apply mechanisms of self-education and self-improvement of professional skills, ability to plan self-training and training of subordinates; • Ability to use English at the standardised STANAG 6001 language level 2; • Ability to use military and special terms, rules for conducting military communications and possess the communication skills necessary for professional duties; • Ability to perform complex tasks in conditions of physical exertion and psychological stress, ability to adapt to environmental conditions; • Ability to analyse and interpret the information received, maintain service, and combat documentation
Specialist competencies	• Ability to apply fundamental and special theoretical knowledge in the relevant field; • Ability to properly operate (use) weapons and equipment in various environmental conditions; • Awareness of modern principles, methods and achievements in the relevant industry and prospects for their development
Teacher's competence	• Ability to apply theories and principles of pedagogy and organisation of training and upbringing; • Ability to apply combined arms and special training methods; • Ability to identify personality types and apply appropriate methods of influencing them
Competencies of the organiser-leader	• Ability to understand the political and legal foundations of the functioning of the National Armed Forces and be guided by them in professional activities; • Ability to apply the principles of leadership and administrative management theories in military organisational structures; • Ability to determine (specify) service and combat functions of a subordinate military organisational structure and organise and control their implementation; • Ability to take care of subordinates, prevent conflicts in the team
Competence of a citizen of the company	• Ability to apply the conceptual foundations of civil society, administrative structure, public rights, freedoms, and duties; • Ability to apply the conceptual framework of national and global security and environmental protection policies; • Ability to apply the provisions of regulatory documents in the military sphere and in the spheres of military-civil and international relations; • Be a responsible citizen of society, be able to foster in subordinates a sense of respect for public values, the state and its armed forces; • Ability to optimise personal life depending on the tasks assigned

Furthermore, there is a need for detailed consideration and introduction into the educational process of the Institute of the so-called "single semester" for all naval Academies of European countries. The essence of such a semester is the possibility of exchanging cadets and teachers between naval institutions during its conduct. The main condition for implementing this idea is, firstly, knowledge of English by teachers and cadets who will be involved at a level not lower than STANAG level 2222, and secondly, determining

the general list of disciplines that will be studied by cadets during the implementation of curricula.

CONCLUSIONS

The conducted research on the training of a military seaman in military institutions of higher education in Romania and Bulgaria allows introducing recommendations into the educational process of the Institute of Naval Forces of the National University "Odesa National Maritime Academy". Thus, after the introduction in

educational and professional training programmes of certain typical competencies of an officer of NATO member countries, the main elements (list of academic disciplines) to the long-term training plans for officer personnel, changes in the structure of the Institute of Naval Forces of the National University "Odesa National Maritime Academy" with the placement in a separate territory with the latest training base, Ukraine will receive

a modern, according to the standards of NATO member countries, the military institution of higher education that will produce a highly qualified specialist, eliminate the problem of providing professional personnel potential of the Armed Forces of Ukraine, and reduce the outflow of personnel from the ranks of the military-naval forces of the Armed Forces of Ukraine.

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